

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME 6/17/65		DATE RECEIVED	
A. PUBLICATION DATA							
1. ERIC NUMBER ED000055		2. ORIGINATOR CONTROL NO(S). 7393		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): Stancil, Taylor				MICROFILM COPY AVAILABLE YES ☒ NO ☐			
5. TITLE OF DOCUMENT ABSTRACTED: Participation Areas and Interest Areas in the Recreation of College Students with Diverse Curriculums				COPYRIGHT GRANTED YES ☐ NO ☒			
				COPYRIGHT RELEASE FILED YES ☐ NO ☐			
6. PUBLICATION TITLE: Penn State Review of Educational Research				TYPE OF REPORT		OTHER ERIC REFERENCES:	
7. EDITOR(S): N.A.		8. PLACE OF ORIGIN		PROPOSAL ☐			
9. PUBLISHER OR SOURCE The Pennsylvania State University		ORG. Penn State Univ.		IN-PROGRESS ☐		ERIC SATELLITE CODE	
		ST. Pa.		FINAL ☒			
		CITY, STATE		FOLLOW-UP ☐			
10. VOL. IX	11. PAGES	12. MO./YR. Nov. 57	13. TOTAL PP.	TELE.	EXT.		
				INST/LOC CODE			
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR abstract of doctoral dissertation			
16. INDEXING TERMS (6-12)							
abstracts		interests		technical edu.			
student		recreation		curriculum			
extracurricular		liberal arts					
17. ABSTRACT (MAX. 250 WORDS)							

A study to determine whether there are significant differences in recreational participation between students enrolled in liberal arts curriculum and those in technical curriculum, and whether there are differences in recreational interest between students enrolled in diverse curriculums. A checklist was administered to a sample of 815 male undergraduate students from each of the four academic classes in eight selected colleges and universities.

ERIC No. 18. SOURCE OF ABSTRACT					
C. FUNDING DATA					
19. SUPPORTING ORGANIZATION		20. DIVISION OR DEPT.		21. CONTRACT NO. PROJECT NO.	
		22. TOTAL COST OF PROJECT			
				23. DURATION OF PROJECT	

REPORT
Bureau of Education
Vol IX, No. 1, Jan 1937

PARTICIPATION AREAS AND INTEREST AREAS
IN THE RECREATION OF COLLEGE STUDENTS WITH DIVERSE
CURRICULUMS

- Charles Taylor Stancil

HE 7393

This study attempted to determine whether there are significant differences in recreational participation between students enrolled in the liberal-arts curriculum and students enrolled in the technical curriculum; and also to determine whether differences exist in recreational interest between these students enrolled in diverse curriculums.

A recreation checklist consisting of 237 activities was constructed to obtain data on recreation participation and recreation interest. The activities in the checklist were grouped according to type under nine areas in accordance with the classification in use by the National Recreation Association. The writer visited eight selected colleges and universities and administered the checklist to a sample of 815 male undergraduate students from each of the four academic classes.

The following results were obtained: The college environment appears to play an important part in the recreation participation of students regardless of the type of curriculum. The four academic classes in the same institutions do not appear to differ appreciably in recreation participation.

Students tend to be interested and participate in recreation activities which are somewhat related to the subject matter of the curriculum in which they are enrolled. The liberal-arts-college students appear to be more interested in activities which are suited to groups, e.g., active games and sports activities, dancing activities, and social group activities. The technical-college students appear to be more interested in activities which can be engaged in alone or with one other person, e.g., arts and crafts activities, collecting activities, and nature and outing activities.

There are some real differences in the recreational participation and recreational interest patterns of students enrolled in institutions with unlike curriculums. Some real differences also occur in the recreation of students of publicly and privately supported institutions. However, even greater differences in recreational interest occur between students of state-supported colleges and students of state-supported universities. Within the universities, as distinct from one-curriculum colleges, students with unlike curriculums did not differ in recreational participation or recreational interest.

In conclusion, both the type of curriculum and the institutional environment are important factors in recreational patterns. The recreational administrator might well consider both in setting up his programs for students.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

ED 0000055

COMPARISON OF MEAN PARTICIPATION SCORES OF
THE TOTAL SAMPLE OF LIBERAL-ARTS-COLLEGE STUDENTS AND
THE TOTAL SAMPLE OF TECHNICAL-COLLEGE STUDENTS
(FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS)

AREA OF ACTIVITIES	LA STUDENTS (N = 239)		TECH STUDENTS (N = 229)		MEAN DIFFERENCE	t - RATIO
	MEAN	S.D.	MEAN	S.D.		
Arts and Crafts	5.61	6.18	6.91	5.26	-1.30	2.45*
Collecting	3.86	4.10	3.59	4.03	.27	.72
Drama	7.09	5.07	6.26	4.53	.83	1.87
Mental and Linguistic	7.61	4.55	6.99	4.58	.62	1.47
Music	5.92	3.87	5.09	3.69	.83	2.37*
Active Games and Sports	19.93	11.57	14.87	9.79	5.06	5.12**
Dancing	3.10	2.70	2.55	2.54	.55	2.27*
Nature and Outing	6.46	3.99	6.06	3.98	.40	1.09
Social	10.08	4.11	9.01	3.77	1.07	2.94**
Composite	69.67	35.23	61.34	33.10	8.33	2.64**

* Significant at the 1% level of confidence.

* Significant at the 5% level of confidence.

- Differences in favor of technical students.

TABLE XXXV
DIFFERENCE BETWEEN MEANS OF INTEREST SCORES OF
THE TOTAL SAMPLE OF LIBERAL-ARTS-COLLEGE STUDENTS AND
THE TOTAL SAMPLE OF TECHNICAL-COLLEGE STUDENTS
(FRESHMEN, SOPHOMORES, JUNIORS, AND SENIORS)

AREA OF ACTIVITIES	LA STUDENTS (N= 239)		TECH STUDENTS (N = 229)		MEAN DIFFERENCE	t - RATIO
	MEAN	S.D.	MEAN	S.D.		
Arts and Crafts	44.07	22.57	51.91	15.43	-7.84	4.41**
Collecting	24.91	11.35	28.63	11.39	-3.72	3.54**
Drama	30.50	11.68	32.21	10.76	-1.71	1.65
Mental and Linguistic	26.99	9.90	29.11	10.12	-2.12	2.29*
Music	23.51	7.52	23.81	7.17	-.30	.44
Active Games and Sports	77.64	22.41	78.43	21.31	-.79	.39
Dancing	14.90	5.73	15.00	5.69	-.10	.19
Nature and Outing	24.30	7.82	25.70	7.56	-1.40	1.97*
Social	26.44	7.25	26.54	6.60	-.10	.16
Composite	293.24	84.37	311.34	80.91	-18.10	2.37*

** Significant at the 1% level of confidence.

* Significant at the 5% level of confidence.

- Favors Technical Students